



Government of **Western Australia**
School Curriculum and Standards Authority

CHINESE: SECOND LANGUAGE

ATAR course

Year 11 syllabus for teaching from 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

Copyright

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Contents

| | |
|---|-----------|
| Rationale | 1 |
| Aims | 2 |
| Organisation | 3 |
| Structure of the syllabus | 3 |
| Organisation of content..... | 3 |
| Progression from the Years 7–10 curriculum | 5 |
| Representation of the General Capabilities | 5 |
| Representation of the Cross-curriculum Priorities..... | 7 |
| Unit 1 | 8 |
| Unit description..... | 8 |
| Unit content | 8 |
| Unit 2 | 11 |
| Unit description..... | 11 |
| Unit content | 11 |
| School-based assessment | 14 |
| Assessment table – Year 11..... | 14 |
| Grading..... | 15 |
| Appendix 1 – Grade descriptions Year 11 | 16 |
| Appendix 2 – Text type list | 18 |
| Appendix 3 – Elaborations of grammatical items | 23 |

Rationale

The Chinese: Second Language ATAR course connects students with a language spoken by nearly a quarter of the world's population. Communities of Chinese speakers exist not only across mainland China, Hong Kong, and Taiwan, but also in almost every country, including well-established communities in South-East Asia, North America and Australia. It is an important language in international commerce, economics and trade, with particular influence in manufacturing, technology, global supply chains and financial services, making Chinese an important language for young Australians to learn during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Chinese-speaking communities. Through Chinese, students explore their personal world and the perspectives of others, and the effect of change and current issues in the global community. Within these contexts, students explore the lives of teenagers and aspects of travelling.

Students build on their skills, knowledge and linguistic resources in Chinese to communicate in a range of situations. They gain a broader insight into the language and culture, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information and ideas from a range of Chinese texts and cultural practices, students strengthen their critical thinking skills and learn to approach issues from diverse perspectives.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Chinese in real-life situations as well as through Chinese media, and to make actual and virtual connections with Chinese-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Chinese-speaking countries and a proficiency in Chinese provides students with enhanced vocational opportunities in a wide range of sectors. Studying Chinese opens pathways for further academic study in fields like languages, international studies and cross-cultural communication, and careers in areas such as education, business, trade, commerce, diplomacy, tourism, hospitality, government and law. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Aims

The Chinese: Second Language ATAR course builds on students' skills and understanding of Chinese and knowledge about the cultures of Chinese-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Chinese
- analyse a range of texts in Chinese to comprehend and interpret meaning
- apply the skills they have acquired to produce texts in Chinese to convey information and express ideas and opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the Chinese and English languages
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on 青少年 (**Teenagers**). Through the three topics: Having fun, Student's daily life, and Technology and leisure, students further develop their communication skills in Chinese and gain a broader insight into the language and culture.

Unit 2

This unit focuses on 我们去旅行吧! (**Travel – let's go!**). Through the three topics: Tales of travel, Western Australia as a travel destination, and China as a travel destination, students extend their communication skills in Chinese and gain a broader insight into the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The course content is organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The Chinese-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the Chinese language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and textual conventions

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessments and the ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in Chinese. Text types for assessment are outlined in each unit and textual conventions are defined in Appendix 2.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar and sound (Pinyin) and writing (characters) systems of Chinese.

As well as enabling communication, developing understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the Chinese-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is, however, expected that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Chinese-speaking communities, and begin to apply these in order to communicate effectively.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable the further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and provided with opportunities to practise them.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning.

These strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understanding and skills that ensure students communicate in Chinese, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless they are identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Chinese: Second Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the Chinese language and culture. Content in the course is presented through three contexts: – The individual, The Chinese-speaking communities and The changing world – encouraging students to compare information and evaluate ideas from diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By building on their skills, knowledge and understanding of the Chinese language, they learn to assess how language conveys meaning and how context, purpose, and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further

development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures, and beliefs, including their own.

In the course, students explore key aspects of the culture, such as China as a travel destination, as well as the perspectives of speakers of the language, including their favourite activities, their daily life, technology and leisure pursuits, and travel. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication.

The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

Literacy

Students develop literacy capacity as they use Chinese to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in Chinese for different purposes and contexts. They expand their skills, knowledge and understanding of the Chinese language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Chinese.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic, and textual conventions; and developing semantic, pragmatic, and critical literacy skills. For learners of Chinese, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Chinese.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Chinese: Second Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Chinese: Second Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

| Year | Course | Course type | General Capabilities | | | | | | |
|---------|-----------------------------------|-------------|----------------------|----|----|----|---|---|-----|
| | | | CCT | DL | EU | IU | L | N | PSC |
| Year 11 | Chinese: Second Language (AEC SL) | ATAR | ✓ | | | ✓ | ✓ | | |
| Year 12 | Chinese: Second Language (ATC SL) | ATAR | ✓ | | | ✓ | ✓ | | |

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Chinese: Second Language ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Learning Chinese provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

Asia and Australia's engagement with Asia

In learning Chinese, students develop capabilities to engage with the language and cultures of Chinese-speaking communities and of people of Chinese heritage within Australia, and other Chinese communities in the world.

Sustainability

In learning Chinese, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolve.

Unit 1

Unit description

The focus for this unit is 青少年 (**Teenagers**). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Chinese and gain a broader insight into the language and culture.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. The placement of topics under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|--|---|
| <p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>Having fun Students reflect on their favourite activities: sports, going out, and socialising.</p> |
| <p>The Chinese-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p>Student's daily life Students explore the daily routines of young Chinese speakers: school, interests, and social activities.</p> |
| <p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Technology and leisure Students consider the impact of technology on the lives of young people around the world.</p> |

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Chinese from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details on the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

| Grammatical items | Sub-elements |
|-------------------|---|
| Adverbs | 都, 就, 已经, 比较 |
| Aspects | durative – progressive 正在 experiential 过 |
| Comparison | 跟, 最 |
| Constructions | 因为...所以, 不但...而且, 虽然...但是/可是, 又...又 |
| Prepositions | 跟, 比, 给 |

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Development and consolidation of sound and writing systems of Chinese.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Unit 2

Unit description

The focus for this unit is 我们去旅行吧! (**Travel – let's go**). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain a broader insight into the language and culture

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Learning contexts

Unit 2 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|--|---|
| <p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>Tales of travel Students reflect on their own travel experiences and plans and discuss what is essential when planning a trip and travelling at home and/or abroad.</p> |
| <p>The Chinese-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p>Western Australia as a travel destination Students explore Western Australia as a destination for Chinese-speaking travellers and discuss how they would prepare a Chinese speaker for a trip to Western Australia.</p> |
| <p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>China as a travel destination Students consider China as a tourist destination.</p> |

Text types and textual conventions

It is necessary for students to engage with a range of texts types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Chinese from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details on the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

| Grammatical items | Sub-elements |
|-------------------------|------------------------------|
| Adverbs | 才, 再, 还 |
| Conjunctions | 或者, 然后, 不过 |
| Constructions | 要是...就... |
| Measure words for verbs | 次, 遍 |
| Nouns | 以前, 以后, 以上, 以下 |
| Particles | structural 的, 得, 地 |
| Prepositions | 从, 离 |
| Sentence types | passive 被 |
| Verbs and verb phrases | resultative 看见, 听清楚, 找到 |
| | verb and auxiliary 打算, 应该, 得 |
| Words for approximation | 多 |

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Development and consolidation of sound and writing systems of Chinese.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Chinese: Second Language ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

| Type of assessment | Weighting |
|---|-----------|
| <p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Chinese.</p> <p>This can involve participating in an interview, a conversation and/or a discussion.</p> <p>Typically these tasks are administered under test conditions.</p> | 20% |
| <p>Response: Listening Comprehension and interpretation of, and response in English to, a range of Chinese spoken texts, such as interviews, announcements, conversations and/or discussions.</p> <p>Typically these tasks are administered under test conditions.</p> | 15% |
| <p>Response: Viewing and reading Comprehension and interpretation of, and response to in English to, a range of Chinese print and/or audiovisual texts, such as emails, blog postings, letters, reviews and/or articles.</p> <p>Typically these tasks are administered under test conditions.</p> | 20% |
| <p>Written communication Production of written texts to express information, ideas, opinions and/or experiences in Chinese.</p> <p>This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email.</p> <p>Typically these tasks are administered under test conditions.</p> | 15% |
| <p>Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> | 10% |
| <p>Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> | 20% |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Grading

Schools report student achievement in terms of the following grades:

| Grade | Interpretation |
|-------|--------------------------|
| A | Excellent achievement |
| B | High achievement |
| C | Satisfactory achievement |
| D | Limited achievement |
| E | Very low achievement |

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Chinese: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

| | |
|---|---|
| A | <p>Written production</p> <p>Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends almost all questions and responds with relevant information and/or opinions.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p> |
| | <p>Comprehension</p> <p>Accurately extracts and processes information from a variety of texts across a range of topics. Provides relevant details.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> |
| B | <p>Written production</p> <p>Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics.</p> <p>Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Writes structured texts that show clearly developed ideas.</p> <p>Applies most of the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates effectively in most instances across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information and/or opinions.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p> |
| | <p>Comprehension</p> <p>Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> |

| | |
|---|---|
| C | <p>Written production</p> <p>Responds with mostly relevant information and/or opinions.</p> <p>Includes some detail, when writing about familiar topics and may include irrelevant content when writing about less familiar topics.</p> <p>Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning.</p> <p>Writes simple texts that show some structure and development of ideas.</p> <p>Applies some of the conventions of text types.</p> |
| | <p>Oral production</p> <p>Provides some information and/or opinions.</p> <p>Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker.</p> <p>Provides brief responses that are reasonably clear relying on well-rehearsed language.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with inaccuracies that, at times, affect meaning.</p> <p>Makes errors in pronunciation that at times may result in the meaning not being clear.</p> |
| | <p>Comprehension</p> <p>Extracts and processes some information from a variety of texts. Provides limited details.</p> <p>Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete.</p> |
| D | <p>Written production</p> <p>Responds with simple information and/or opinions when writing about familiar topics.</p> <p>Includes limited detail and/or irrelevant content.</p> <p>Provides responses that use well-rehearsed, simple language and short sentences.</p> <p>Develops responses which are frequently repetitive and disjointed, and the basic rules of grammar are inaccurately applied.</p> <p>Writes simple texts that show some basic organisation of information or ideas.</p> <p>Applies the conventions of text types inconsistently.</p> |
| | <p>Oral production</p> <p>Provides some simple information and/or opinions.</p> <p>Falls silent due to lack of comprehension and time required to construct responses.</p> <p>Requires frequent support from the other speaker to sustain conversation.</p> <p>Provides brief responses that are characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning.</p> <p>Makes errors in pronunciation that often result in the meaning not being clear.</p> |
| | <p>Comprehension</p> <p>Extracts insufficient and/or irrelevant information from texts.</p> <p>Provides responses that are frequently incomplete or irrelevant.</p> |
| E | <p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p> |

Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus. Specific conventions required when writing in Chinese have been provided for some text types.

| Text type | Definition |
|----------------------|---|
| Account | <p>In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.</p> <p>In Chinese, the title/heading of written accounts is centred and each paragraph is indented.</p> |
| Advertisement | <p>Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.</p> |
| Announcement | <p>In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.</p> |
| Article | <p>Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.</p> <p>In Chinese, the title/heading of an article is centred and each paragraph is indented. Articles typically follow the structure: introduction, body and conclusion.</p> |
| Blog posting | <p>Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.</p> |

| Text type | Definition |
|---------------------|--|
| Cartoon | Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution. |
| Chart | Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register. |
| Conversation | In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, pauses and fillers. The register of conversations will often depend on the context and relationship between participants. |
| Description | Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article, etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings. |
| Diary entry | <p>Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.</p> <p>In Chinese, diary entries typically starts with the date, followed by weather of the day. Each new paragraph should be indented.</p> |
| Discussion | In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values. |

| Text type | Definition |
|--------------------------------------|--|
| Email | <p>The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage in order to indicate more clearly the context of the message.</p> <p>In Chinese, emails start with the name of the recipient, followed by a colon. Each new paragraph is indented. The email ends with a salutation, followed by the name of the writer; both of these are aligned to the left. A date is typically not included in an email as this is automatically generated by the email.</p> |
| Film or TV program (excerpts) | <p>Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.</p> |
| Form | <p>Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic, etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.</p> |
| Image | <p>Images can frequently be used on their own as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.</p> |
| Interview | <p>In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers. The register of interviews will often depend on the context and relationship between participants.</p> |
| Journal entry | <p>Journal entries record personal reflections, comments, information or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.</p> |

| Text type | Definition |
|----------------|--|
| Letter | <p>Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.</p> <p>Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.</p> <p>In Chinese, informal letters start with the name of the recipient followed by a colon. The first paragraph starts with a salutation of some kind. Each paragraph is indented. The letter ends with a closing remark. The writer's name is included below the last paragraph and is right aligned. The date appears below the name of the writer (also right aligned).</p> |
| Map | <p>Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.</p> |
| Message | <p>In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.</p> |
| Note | <p>Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.</p> <p>In Chinese, notes typically start with the name of the recipient followed by a colon. The name of the writer appears below the message and is right aligned. The date or time is on the next line and is also right aligned.</p> |

| Text type | Definition |
|---|--|
| Plan | <p>Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used to achieve an objective. Plans provide specific details, and depending on the context, may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.</p> <p>Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.</p> |
| Review | <p>Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.</p> |
| Script – speech, interview, dialogue | <p>Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers, to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.</p> <p>In Chinese, scripts for speeches will typically start with a salutation. Paragraphs are indented and the first will include a reference to the target audience and purpose of the speech. Following the concluding paragraph there is a closing remark.</p> |
| Sign | <p>Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.</p> |
| Summary | <p>Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.</p> |
| Table | <p>Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.</p> |

Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 1

| Grammatical items | Sub-elements | Elaborations |
|-------------------|--|--|
| Adverbs | 都, 就, 已经, 比较 | 我们全家人都喜欢吃中国菜。 小明六点就起床了。 作业我已经做好了。 音乐和运动, 我比较喜欢音乐。 |
| Aspects | durative – progressive 正在 | 他们正在上课。 |
| | experiential 过 | 这个电影我看过了。 |
| Comparison | 跟, 最 | 我跟小明一样, 都喜欢音乐 兰兰的中文是我们班最好的。 |
| Constructions | 因为...所以, 不但...而且, 虽然...但是/可是, 又...又 | 因为明天要考试, 所以东东今天复习到很晚。 兰兰不仅学习好, 而且体育也很棒。 虽然杰克只学了两年中文, 可是他汉语说得很不错。 昨天天气不好, 又是刮风又是下雨。 兰兰又聪明又好学。 |
| Prepositions | 跟, 比, 给 | 我跟张老师学中文。 我比小明高。 小红, 请把这本书带给兰兰。 |

Unit 2

| Grammatical items | Sub-elements | Elaborations |
|------------------------|------------------------------|--|
| Adverbs | 才, 再, 还 | 时间还早呢, 才八点。 请再说一遍。 我还没有去过中国。 |
| Conjunctions | 或者, 然后, 不过 | 明天我去找你, 或者你来找我。 我们先去看电影, 然后去中国城。 我什么菜都喜欢吃, 不过最喜欢中国菜。 |
| Constructions | 要是...就... | 要是明天下雨, 我们就不去海边游泳了。 |
| Measure words | verbs 次, 遍 | 我爸爸去过中国很多次了。 我每天练习写三遍汉字, 你说够不够? |
| Nouns | 以前, 以后, 以上, 以下 | 我学中文以前学过法语。 吃了晚饭以后, 我开始做作业。 十八岁以下的人可以喝酒吗? |
| Particles | structural 的, 得, 地 | 这双鞋是我在中国上海买的。 这不是我的书, 是小王的书。我是 2001 年出生的。 杰克的中文说得很好。 他早早地起床就去学校了。 |
| Prepositions | 从, 离 | 从我家到学校要走半个小时。 我家离机场有 15 公里。 |
| Sentences types | passive 被 | 我的中文字典被小东借走了。 |
| Verbs and verb phrases | resultative 看见, 听清楚, 找到 | 小明, 你看见张老师没有? 我听得很清楚, 刘老师明天带我们去中国城。 我找到中国的长城在哪儿了。 |
| | verb and auxiliary 打算, 应该, 得 | 我打算明年去中国旅游。 我们应该好好学中文。 现在很晚了, 我得回家了 |
| Word for approximation | 多 | 教室里有三十多个学生。 |

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Chinese grammatical items:

| Grammatical items | Sub-elements | Elaborations |
|------------------------------------|---|---|
| Adjectives | use and omission of 的 | 她穿着一条红裙子。 她穿着一条长长的裙子。 |
| Adverbs | 很, 也 | 我家的兔子很可爱。 他会说汉语, 也会说意大利语。 |
| Conjunctions | 和, 跟, 可是, 因为 | 我和妹妹一起看书。 我想去公园, 可是没有时间。 因为下雨, 我不去打网球了。 |
| Intensifiers | 挺, 太, 真, 很, 非常 | 你打篮球打得太好了! 今天很热。 姐姐非常喜欢游泳。 |
| Localisers (noun) | 前面, 外面 | 房子的前面是一个大花园。 |
| Measure words | nouns 个, 只, 本, 件, 条 | 我家有两只小猫儿。 他买了一件衣服。 |
| Nouns | proper nouns titles and forms of address | 他去过北京。 张老师, 您的办公室在哪儿? |
| Particles | 的, 吗, 呢, 了, 吧 | 我今天看了两本书。 这是我的笔吗? 我挺好的, 谢谢。你呢? |
| Pronouns | personal | 他的朋友是中国人。 |
| | demonstrative 这, 那 | 这是他妹妹的学校。 那本书不是我的。 |
| Questions words/ interrogatives | open 谁, 什么, 哪儿, 几, 多少, 怎么, 怎么样, 为什么 | 你为什么学中文? 你觉得这双鞋怎么样? 你学中文多久了? |
| | closed 还是, 好吗, 或者 | 你想去看电影还是去海边游泳? 明天看球赛你来我家, 或者我去你家? 我们明天去看电影好吗? |
| Time | 昨天, 下午, 现在, 三点 | 昨天是他的生日。 现在三点。 |

| Grammatical items | Sub-elements | Elaborations |
|-------------------------|---------------------------------|--|
| Verbs and verb phrases | verbs 是, 叫, 姓, 有/没有 | 林老师是澳大利亚人。 他叫马小文。 他姓张。 你有手提电脑吗? 妈妈喜欢听古典音乐。 |
| | verb + objects, for example, 看书 | 小王看书。 |
| | auxiliary 会, 想, 要, 可以, 能 | 珍妮会来的。 他明天能来吗? |
| | co-verb 在 | 他在吃饭。 |
| Words for approximation | 几, 左右, 不到 | 你拿了几本书。 他今年不到二十岁。 这条裤子五十元左右。 |
| Words for negation | 不, 没有 | 他不是大学生。 我们班没有中国人。 |

